

2021-2022 ESC SI Metrics Calculation Guide



Division of School Improvement

Table of Contents

Chapter 1 – 2021-2022 SI Metrics Overview	3
About this Manual	3
Glossary of Terms	6
System Processes.....	7
Chapter 2 – ESC SI Summative Goals	8
Goal 1: Direct Improvement	
Summative Goal #1.1	9
Summative Goal #1.2	10
Summative Goal #1.3	11
Summative Goal #1.1-1.3 Example Calculations.....	12
Goal 3: Comprehensive Improvement	
Summative Goal #3.1.....	14
Summative Goal #3.2.....	15
Summative Goal #3 Calculation Examples.....	16
Chapter 3 – ESC SI Formative Metric Overview	17
Goal Action 1: Plan Quality	
Formative Metric #1.1.....	18
Goal Action 2: ESF Diagnostic Visits	
Formative Metric #2.1	19
Formative Metric #2.2	20
Goal Action 3: Capacity-Building Support	
Formative Metric #3.1.....	22
Formative Metric #3.2.....	24
Formative Metric #3.3.....	25
Chapter 4 – ESC Metric Submission Calendar.....	26
Data Submission Calendar.....	26
Data Submission Information.....	27
Communication & Contact Information.....	27
Appendix – ESC Metrics Calculation Guide Version History.....	28

Chapter 1 – 2021-2022 School Improvement Metrics Overview

About this Manual

The *2021-2022 ESC Metrics Calculation Guide* is a resource that explains how the Texas Education Agency (TEA) uses data points to examine support continuous improvement efforts of Education Service Centers (ESC) across the state of Texas. These metrics were created to test our School Improvement Theory of Action. The guide describes each formative and summative metric and explains how information from different sources is used to calculate the metrics. The assignment of a performance level for each metric is based on individual ESC targets.

The *2021-2022 ESC Metrics Calculation Guide* attempts to address all possible scenarios, but the ESCs in Texas vary in size and diversity. If an ESCs performance calculation is affected by unforeseen circumstances, e.g., a natural disaster, the Commissioner of Education (COE) will determine how or if that data source will be modified. To guard against disruptions in performance management, ESCs should ensure that the focus for metrics is around the strategies and theory of action to meet their targets. ESCs should plan for collection of quantitative and qualitative data for analysis and adjustment throughout the year

Who participates in ESC SI Metrics?

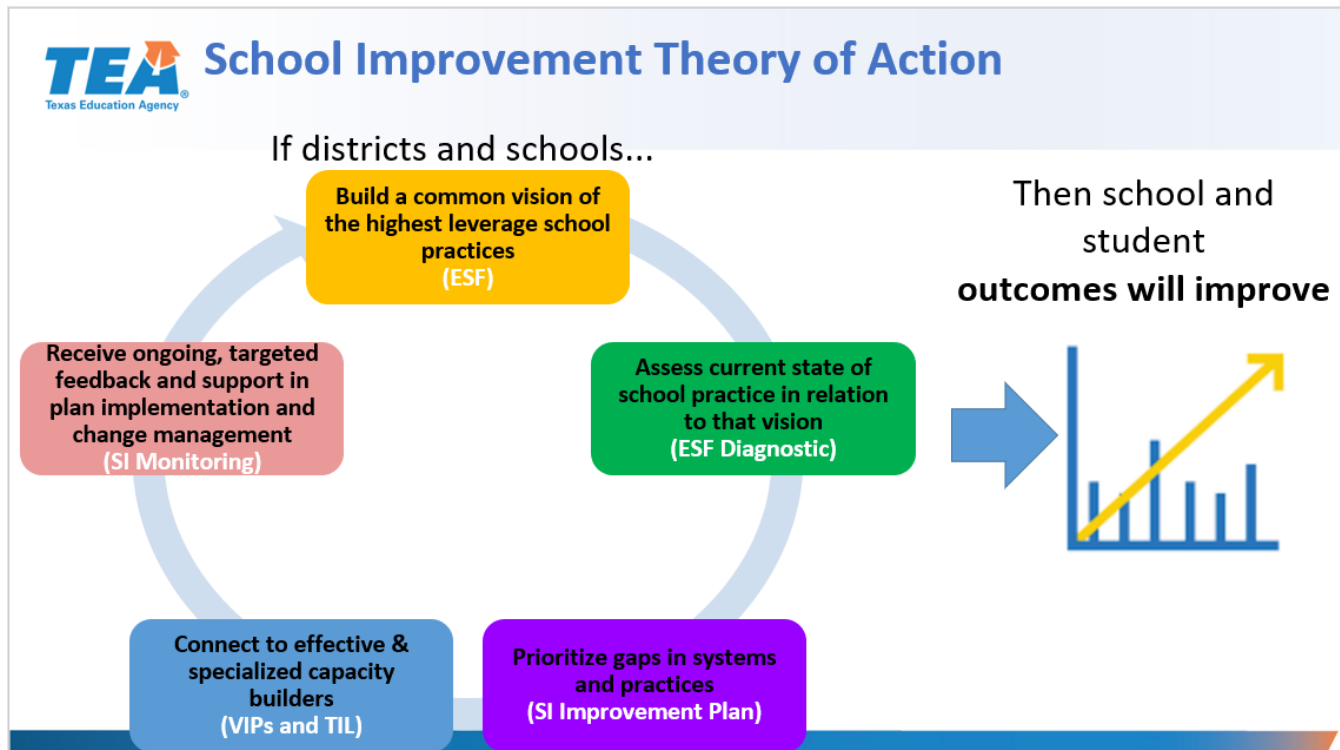
All 20 ESCs will participate in SI metrics setting and performance management conversations for summative and formative metrics throughout the 2021-2022 school year. Some of metrics will not be calculated this year due pandemic-related challenges and the impact on school accountability systems.

ESC Metric Targets for Improvement

All 20 ESCs will participate in SI metrics setting and performance management conversations for summative and formative metrics throughout the 2021-2022 school year. Some of the metrics will not be calculated this year due pandemic-related challenges and impacts on school accountability systems.

ESC metric targets will be individualized; meaning, each ESC ***in collaboration*** with TEA will determine a target for improvement based upon its local context such as number of campuses within the region, services offered, etc. An ESC will receive a calculation for each of its summative goals and formative metrics.

Continuous Improvement and Strategic Adjustment



Collecting data and testing our SI Theory of Action will allow us to best improve our approach and strategy at the region and state level.

Several critical questions guide the design of the SI Metrics and their relationship to the Theory of Action:

Summative Metric Questions:

- Is what we are doing effective?
- Does our engagement and support lead to lasting change?

Formative Metric Questions:

- Are our ESF diagnostics effective in identifying the highest leverage gaps? Are districts participating in diagnostics even when they do not have to?
- Are diagnostics leading to strong Improvement Plans?
- Are diagnostics leading to a recognition that sustained improvement will often require the support of a capacity builder?
- Are campuses executing on their plans?
- Is our capacity support desired? Are participants improving?

Overview of the 2021-2022 ESC Metrics

ESC Metric Goals for School and District Improvement

The *2021-2022 ESC SI Metrics Calculation Guide* describes the following two categories of goals:

Summative Goals

1. **Direct Improvement** - Improvement in campuses in the current school year.
2. **Continuous Improvement** - Improvement in campuses over time, primarily beyond the current school year.
3. **Comprehensive Improvement** - Improvement in campuses designated as Comprehensive Support and Improvement.

Formative Goals

1. **Plan Support** - Providing support to ensure high quality Targeted Improvement Plan (TIP) and Turnaround Plan (TAP) submissions.
2. **ESF Diagnostic Visits** - Encouraging campus participation in Effective Schools Framework (ESF) diagnostic visits and ensuring visit fidelity.
3. **Connect Capacity-Builders** - Supporting campus participation in high quality ESC Vetted Improvement Programs (VIP).

Glossary

- **Education Service Center (ESC)** - 20 Regional Service Centers were established to provide school districts an array of services customized to the regional context. To see a map of counties and districts in each ESC region, use the Texas Education Agency's [School District Locator](#) tool.
- **Effective Schools Framework (ESF)** - The Effective Schools Framework consists of a set of district commitments, and for schools, essential actions. District Commitments describe what local education agencies do to ensure that schools are set up for success. The Essential Actions describe what the most effective schools do to support powerful teaching and learning. For more information visit TexasESF.org.
- **ESF Eligible Opt-In Campuses** - Campuses that have not previously received an ESF diagnostic and are not required to complete a diagnostic in 21-22 due to grant or other TEA program participation. ESF diagnostics are “current” for three years (inclusive of the year the diagnostic is conducted).
- **Fidelity of Implementation (FOI)** – Refers to a measure that provides information about the extent to which an action has been implemented. TEA and the Center for Effective Schools developed a rubric to measure the fidelity of ESF Diagnostic Final Reports and ESF Diagnostic stakeholder survey data.
- **Non-SI Engaged Campuses** - All campuses in an ESC that do not have a required Targeted Improvement Plan or Turnaround Plan submission to TEA.
- **School Improvement Engaged (SI Engaged)** - All campuses that have a required Targeted Improvement Plan (TIP) OR Turnaround Plan (TAP) submission to TEA.
- **TAP** - Turnaround Plan. If a campus is assigned an unacceptable rating under Texas Education Code, §39.054(e), for a second consecutive year, the campus must develop a campus Turnaround Plan to be approved by the commissioner as described in Texas Education Code §97.1064. The Turnaround Plan is an escalation from a targeted improvement plan (TIP) submission.
- **TIL** - Texas Instructional Leadership. Texas Instructional Leadership is a program where TEA provides training and support to campus and district leaders on how to help build capacity of the educators that they manage.
- **TIP** - Targeted Improvement Plan. If a campus's performance is below any standard under Texas Education Code, §39.054(e), the campus shall engage in interventions as described by the Texas Education Agency (TEA) including, but not limited to, a Targeted Improvement Plan. Campuses assigned an unacceptable rating for two consecutive years escalate from a TIP to a Turnaround Plan (TAP).
- **VIP** - Vetted Improvement Program. Refers specifically to programs vetted by TEA to provide support to campuses undergoing school improvement efforts. Texas Instructional Leadership is an example of a VIP initiative.

System Processes

ESC Campus Assignments

For the purposes of the SI ESC Metrics, all campuses included in the geographic region of an ESC are included in an ESC's list of campuses for which they are responsible for supporting. This includes all campuses that received Title I, School Improvement Grant or ESF-Focused Support grant funds.

Charter Schools

Charter schools with headquarters in a single region and campuses across many are captured in the geographic regions of the campuses. As part of the grant application process, charter schools were informed that they should anticipate working with each geographic region with an awarded campus.

Paired Campuses

All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. Campuses that do not serve any grade level for which STAAR assessments are administered are paired with another campus in the same district for accountability purposes. Paired campuses are included in these metrics as an additional campus, and have their results based on the paired campuses results.

The list of campuses included in each ESC's metrics will be made available by TEA on September 1st. Requests for changes must be submitted by the ESCs by October 1st. Requests for changes are reviewed by School Improvement staff based on the process and policies laid out in this manual.

District ESC Change Request Process

Districts may request to receive service from an ESC they are not geographically located in. This request should be sent to AskTED@tea.texas.gov by the district superintendent. Approval of charter school ESC change requests is subject to TEA approval through the Division of Charter School Administration.

Chapter 2 - Summative Metrics

Overview of Summative Metrics

The nine Summative Metrics cover three performance goals that incorporate multiple data points for the ESCs. The table below provides a description of each metric.

Goal 1	Title	Description
Direct Improvement	1.1 SI Engaged Campus Improvement	Change in the Student Achievement Domain STAAR Component Score of SI Engaged campuses.
	1.2 SI Engaged VIP Campus Improvement	Change in the Student Achievement Domain STAAR Component Score of SI Engaged campuses who are enrolled in an ESC VIP program.
	1.3 Non-SI Engaged VIP Campus Improvement	Change in the Student Achievement Domain STAAR Component Score of Non-SI Engaged campuses who are enrolled in an ESC VIP program.
	1.4 Turnaround Plan Campus Improvement	Not Available in 2021-2022
Goal 2	Title	Description
Sustained Improvement	2.1 F Campus Improvement	Not Available in 2021-2022
	2.2 F Campus Regression	Not Available in 2021-2022
	2.3 F Campus Long-Term Reduction	Not Available in 2021-2022
Goal 3	Title	Description
Comprehensive Improvement	3.1 Closing the Gaps Improvement	Change in the federal Comprehensive status of “Bottom 5%” Comprehensive campuses from Identified to Progress, or Progress to Exit.
	3.2 Graduation Rate Improvement	Change in the federal Comprehensive status of “Graduation Rate” Comprehensive campuses from Identified to Progress, or Progress to Exit.



Goal 1: Direct Improvement

Summative Metric 1.1: SI Engaged Campus Improvement

Overview

This metric provides a measure of the change in the state accountability Student Achievement Domain STAAR Component Score average at SI Engaged campuses. SI Engaged campuses are those that have a required Targeted Improvement Plan or Turnaround Plan submission to TEA. Improvement in the performances of these campuses is signaled by positive values for this metric.

Data Sources

- 2021-2022 SI-Engaged Roster
- 2021 Accountability Results
- 2022 Accountability Results

Calculation

$$\begin{aligned} & \text{(21-22 SI-Engaged Campus 2022 STAAR Component Score Average)} \\ & \quad - \\ & \text{(21-22 SI-Engaged Campus 2021 STAAR Component Score Average)} \end{aligned}$$

Calculation Process

- Step One:** Average all 21-22 SI Engaged Campus 2022 STAAR Component Scores.
- Step Two:** Average all 21-22 SI Engaged Campus 2021 STAAR Component Scores.
- Step Three:** Subtract step 2 result from the step 1 result. Round to the nearest whole number.

Notes

Example calculations shown after Summative 1.3.

Campuses that have a higher score in 2021 may have less room to grow than campuses that had a lower score in 2021. While all campuses are being combined in this metrics, TEA will provide reference bars within the dashboards we provide to campuses for the average growth of campuses with different performance levels in 2021. We encourage ESCs to be mindful of these potential differences when setting targets.



Goal 1: Direct Improvement

Summative Metric 1.2 SI Engaged VIP Campus Improvement

Overview

This metric measures change in the state accountability Student Achievement Domain STAAR Component Score average at SI Engaged VIP campuses. SI Engaged campuses are those that have a required Targeted Improvement Plan or Turnaround Plan submission to TEA. Vetted Improvement Program (VIP) refers specifically to programs vetted by TEA to provide support to campuses undergoing school improvement efforts.

Data Sources

- 2021-2022 SI Engaged Roster
- 2021-2022 ESC VIP Participant Roster
- 2021 Accountability Results
- 2022 Accountability Results

Calculation

$$\begin{aligned} & (21\text{-}22 \text{ SI Engaged VIP Campus } 2022 \text{ STAAR Component Score Average}) \\ & \quad - \\ & (21\text{-}22 \text{ SI Engaged VIP Campus } 2021 \text{ STAAR Component Score Average}) \end{aligned}$$

Calculation Process

- Step One:** Average all 21-22 SI Engaged VIP Campus 2021 STAAR Component Scores.
- Step Two:** Average all 21-22 SI Engaged VIP Campus 2022 STAAR Component Scores.
- Step Three:** Subtract step 2 result from the step 1 result. Round to the nearest whole number.

Notes

Example calculations shown after Summative 1.3.

Campuses that have a higher score in 2021 may have less room to grow than campuses that had a lower score in 2021. While all campuses are being combined in this metrics, TEA will provide reference bars within the dashboards we provide to campuses for the average growth of campuses with different performance levels in 2021. We encourage ESCs to be mindful of these potential differences when setting targets.



Goal 1: Direct Improvement

Summative Metric 1.3 Non-SI Engaged VIP Campus Improvement

Overview

This metric measures change in the state accountability Student Achievement Domain STAAR Component Score average at Non-SI Engaged VIP campuses. Non-SI Engaged campuses are those that do not have a required Targeted Improvement Plan or Turnaround Plan submission to TEA. Vetted Improvement Program (VIP) refers specifically to programs vetted by TEA to provide support to campuses undergoing school improvement efforts.

Data Sources

- 2021-2022 SI Engaged Roster
- 2021-2022 ESC VIP Participant Roster
- 2021 Accountability Results
- 2022 Accountability Results

Calculation

$$\begin{aligned} & \text{(21-22 Non-SI Engaged VIP Campus 2022 STAAR Component Score Average)} \\ & \quad - \\ & \text{(21-22 Non-SI Engaged VIP Campus 2021 STAAR Component Score Average)} \end{aligned}$$

Calculation Process

- Step One:** Average all 21-22 Non-SI Engaged VIP Campus 2021 STAAR Component Scores.
- Step Two:** Average all 21-22 Non-SI Engaged VIP Campus 2022 STAAR Component Scores.
- Step Three:** Subtract step 2 result from the step 1 result. Round to the nearest whole number.

Notes

Example calculations shown after Summative 1.3.

Campuses that have a higher score in 2021 may have less room to grow than campuses that had a lower score in 2021. While all campuses are being combined in this metrics, TEA will provide reference bars within the dashboards we provide to campuses for the average growth of campuses with different performance levels in 2021. We encourage ESCs to be mindful of these potential differences when setting targets.

Summative Metrics 1.1, 1.2, and 1.3 Example Data and Calculations

Example Data

Campus Name	21-22 Engagement?	21-22 VIP Participant?	2021 STAAR Component Score	2022 STAAR Component Score
Alpha	SI Engaged	Yes	60	75
Beta	Non-SI Engaged	Yes	80	85
Gamma	SI Engaged	Yes	65	75
Delta	Non-SI Engaged	Yes	75	90
Epsilon	SI Engaged	Yes	55	70
Zeta	Non-SI Engaged	Yes	85	95
Eta	SI Engaged	No	50	60
Theta	Non-SI Engaged	No	90	90
Iota	SI Engaged	No	70	75
Kappa	Non-SI Engaged	No	85	90

Summative 1.1 Example Data and Calculation

Campus Name	21-22 Engagement?	21-22 VIP Participant?	2021 STAAR Component Score	2022 STAAR Component Score
Alpha	SI Engaged	Yes	60	75
Gamma	SI Engaged	Yes	65	75
Epsilon	SI Engaged	Yes	55	70
Eta	SI Engaged	No	50	60
Iota	SI Engaged	No	70	75

Example 1.1 Metric Calculation				
2022 Average		71 (75,75,70,60,75)		
2021 Average		60 (60,65,55,50,70)		
Outcome		+11 (71-60)		

Summative 1.2 Example Data and Calculation

Campus Name	21-22 Engagement?	21-22 VIP Participant?	2021 STAAR Component Score	2022 STAAR Component Score
Alpha	SI Engaged	Yes	60	75
Gamma	SI Engaged	Yes	65	75
Epsilon	SI Engaged	Yes	55	70

Example 1.2 Metric Calculation	
2022 Average	73.33 (75,75,70)
2021 Average	60 (60,65,55)
Outcome	+13 (73.33-60)

Summative 1.3 Example Data and Calculation

Campus Name	21-22 Engagement?	21-22 VIP Participant?	2021 STAAR Component Score	2022 STAAR Component Score
Beta	Non-SI Engaged	Yes	80	85
Delta	Non-SI Engaged	Yes	75	90
Zeta	Non-SI Engaged	Yes	85	95

Example 1.3 Metric Calculation	
2021 Average	80 (80,75,85)
2022 Average	90 (85,90,95)
Outcome	+10 (90-80)



Goal 3: Comprehensive Improvement

Summative Metric 3.1: Closing the Gaps Improvement

Overview

This metric measures change in the federal comprehensive support and improvement assignments based on a campus designation as “Bottom 5%”. Improved Rating refers to a Comprehensive Identified Campus that moves to Comprehensive Progress or a Comprehensive Progress campus that exits Comprehensive status.

Data Sources

- 2021 Comprehensive Campus Roster
- 2022 Comprehensive Campus Roster

Calculation

$$\frac{\text{\# of 2021 “Bottom 5\%” Comprehensive Campuses with 2022 Improved Rating}}{\text{\# of 2021 “Bottom 5\%” Comprehensive Campuses}}$$

Calculation Process

- **Step 1:** Count the # of 2021 “Bottom 5%” Comprehensive Campuses.
- **Step 2:** Count the # of 2021 “Bottom 5%” Comprehensive Campuses with 2022 Improved Ratings.
- **Step 3:** Divide step 2 result by step 1 result. Round to the nearest whole number.



Goal 3: Comprehensive Improvement

Summative Metric 3.2: Graduation Rate Improvement

Overview

This metric measures change in the federal comprehensive support and improvement status assignments based on a campus designation of an insufficient Graduation Rate. An insufficient Graduation Rate is when both the federal 6-year and 4-year graduation are less than 67%.

Data Sources

- 2021 Comprehensive Campus Roster
- 2022 Comprehensive Campus Roster
- 2021 Campus Federal Graduation Rates
- 2022 Campus Federal Graduation Rates

Calculation

$$\frac{\text{\# of 2021 "Graduation Rate" Comprehensive Campuses with 2022 Improved Rating}}{\text{\# of 2021 "Graduation Rate" Comprehensive Campuses}}$$

Calculation Process

- **Step 1:** Count the # of 2021 "Graduation Rate" Comprehensive Campuses.
- **Step 2:** Count the # of 2021 "Graduation Rate" Comprehensive Campuses with 2022 Improved Ratings.
- **Step 3:** Divide step 2 result by step 1 result. Round to the nearest whole number.

Summative Metrics 3.1 and 3.2 Example Calculations

Example Data

Campus	Basis for Comprehensive Rating?	2021 Rating	2022 Rating	Improved?
Alpha	Bottom 5%	Identified	Identified	No
Alpha	Graduation Rate	Identified	Progress	Yes
Beta	Bottom 5%	Identified	Progress	Yes
Gamma	Bottom 5%	Identified	Progress	Yes
Gamma	Graduation Rate	Progress	Exit	Yes
Delta	Bottom 5%	Progress	Exit	Yes
Epsilon	Bottom 5%	Progress	Progress	No
Zeta	Graduation Rate	Identified	Progress	Yes
Eta	Graduation Rate	Progress	Progress	No

Example 3.1 Calculation from Example Data

Campus	Basis for Comprehensive Rating?	2021 Rating	2022 Rating	Improved?
Alpha	Bottom 5%	Identified	Identified	No
Beta	Bottom 5%	Identified	Progress	Yes
Gamma	Bottom 5%	Identified	Progress	Yes
Delta	Bottom 5%	Progress	Exit	Yes
Epsilon	Bottom 5%	Progress	Progress	No

Example 3.1 Metric Calculation	
Process	3 out of 5 Campuses Improved Rating (Beta,Gamma,Delta)
Outcome	60%

Example 3.2 Calculation from Example Data

Campus	Basis for Comprehensive Rating?	2021 Rating	2022 Rating	Improved?
Alpha	Graduation Rate	Identified	Progress	Yes
Gamma	Graduation Rate	Progress	Exit	Yes
Zeta	Graduation Rate	Identified	Progress	Yes
Eta	Graduation Rate	Progress	Progress	No

Example 3.2 Metric Calculation	
Process	3 out of 4 Campuses Improved Rating (Alpha, Gamma, Zeta)
Outcome	75%

Chapter 3 – Formative Metrics

Overview of Formative Metrics

The Formative Metrics will cover seven formative goals that evaluate multiple data points for the ESCs. The table below provides a description for each goal.

Goal Action 1	Title	Description
Plan Quality	1.1 TIP Quality	This metric measures TIP submissions quality based on quality rubric proficiency scores.
	1.2 TAP Approval	Not Available in 2021-2022.
Goal Action 2	Title	Description
ESF Diagnostic Visits	2.1 ESF Diagnostic Fidelity	This metric reflects the average Fidelity of Implementation Score of ESC ESF Facilitators as determined by the ESF Diagnostic FOI rubric.
	2.2 ESF Diagnostic Participation	This metric measures campuses who opt-in to an ESF Diagnostic Visit in the current year.
Goal Action 3	Title	Description
Capacity Building Support	3.1 ESF Diagnostic Follow-Up VIP Engagement	This metric measures Vetted Improvement Program engagement by the number of eligible campuses that choose to sign up for an ESC VIP service after receiving an ESF Diagnostic visit.
	3.2 VIP Participation	This metric measures the number of campuses within the region that sign up for an ESC VIP service.
	3.3 TIL Educator Mastery	This metric measures educators receiving direct coaching from an ESC TIL coach that have shown mastery of an action step each month of program participation.



Goal Action 1: Plan Quality

Formative Metric 1.1: TIP Quality

Overview

This metric measures TIP submissions quality based on quality rubric proficiency scores. A Targeted Improvement Plan is assigned to a campus if their performance is below any standard under Texas Education Code (TEC), §39.054(e). Proficient is defined as a TIP score that is greater than 70%.

Data Sources

- 2021-2022 TIP Submission Ratings (Data source to be updated after each round of TIP submissions)

Calculation

$$\frac{\text{\# of 2021-2022 TIP Submissions meeting proficiency target (70\%+)}}{\text{\# of 2021-2022 TIP Submissions}}$$

Calculation Process

- Step 1:** Count total # of TIP submissions thus far in the school year.
- Step 2:** Count # of total TIP submissions meeting the proficiency target of 70%+ thus far in the school year.
- Step 3:** Divide step 2 result by step 1 result. Round to the nearest whole number.

Example Formative 1.1 Submission and Calculation

Example ESC consists of two campuses: Alpha and Beta.

Campus Name	Window 1 Result	Window 1 Proficient?	Window 2 Result	Window 2 Proficient?	Window 3 Result	Window 3 Proficient?
Alpha	70	Yes	75	Yes	90	Yes
Beta	60	No	65	No	85	Yes

Example Formative 1.1 Calculation	
Alpha ISD Outcome	100% (3/3 Proficient)
Beta ISD Outcome	33% (1/3 Proficient)
Example ESC Outcome	67% (4/6 Proficient)

2

Goal Action 2: ESF Diagnostic Visits

Formative Metric 2.1 ESF Diagnostic Fidelity

Overview

This metric reflects the average Fidelity of Implementation Score of ESC ESF Facilitators as determined by the ESF Diagnostic FOI rubric.

Data Sources

- ESF Diagnostic FOI results

Calculation

Average FOI Score of Final Reports

Calculation Process

Step 1: Count # of FOI Scores in the ESC

Step 2: Sum all FOI scores in the ESC

Step 3: Divide step 2 result by step 1 result. Round to the nearest whole number.

Notes

- ESCs will receive up to 9 FOI scores.
- The survey component of this metric has been removed, with the hope of future inclusion based on further research and analysis of the data's validity and impact.

Example Formative 2.1 Submission and Calculation

District Name	FOI Score
Campus 1	85
Campus 2	95
Campus 3	93

Example Formative 2.1 Calculations	
Outcome	91% (Average of 85,95,93)



Goal Action 2: ESF Diagnostic Visits

Formative Metric 2.2: ESF Diagnostic Participation

Overview

- This metric measures campuses who opt-in to an ESF Diagnostic Visit in the current year. ESF Eligible Opt-In Campuses are campuses that have not previously received an ESF diagnostic and are not required to complete a diagnostic in 21-22 due to grant or other TEA program participation. ESF diagnostics are “current” for three years (inclusive of the year the diagnostic is conducted).

Data Sources

- ESF-Focused Support Grant and SI Grant Rosters
- ESF Diagnostic Visit Historical Roster
- ESF Diagnostic Current Year Sign-Up Roster

Calculation

$$\frac{\text{\# of ESF-Eligible Campuses who opt-in to an ESF Diagnostic Visit in 2021-2022}}{\text{\# of ESF-Eligible Campuses}}$$

Calculation Process

Step 1: Count total # of ESF-Eligible Campuses.

Step 2: Count total # of ESF-Eligible Campuses who opt-in to an ESF Diagnostic Visit in 2021-2022.

Step 3: Divide step 2 result by step 1 result. Round to the nearest whole number.

Note

- This metric does not include SI or ESF-Focused Support Grant participants. Per grant requirements, those campuses must have an ESF Diagnostic, so they are not considered “opt-ins”.

Example Formative 2.2 Data and Calculation

Campus Name	Historical ESF Final Submission Date	Current Year ESF Final Submission Date	ESF Eligible?	SI Grant?	ESF Support Grant?	2.2 Opt-In Eligible Campus?	2.2 Opt-In Campus?
Alpha	June 2019	February 2022	Yes			Yes	Yes
Beta	December 2019		No			No	No
Gamma		January 2022	Yes	Yes		No	No
Delta		March 2022	Yes		Yes	No	No
Epsilon	July 2020		No			No	No
Zeta			Yes			Yes	No

Example Formative 2.2 Metric Calculation	
Result	1 out of 2 Eligible Campuses Opted-In to a Current Year ESF Diagnostic (Alpha and Zeta Eligible, Alpha Opted-In)
Outcome	50%



Goal Action 3: Capacity Building Support

Formative Metric 3.1: ESF Diagnostic Follow-Up VIP Engagement

Overview

This metric measures Vetted Improvement Program engagement by the number of eligible campuses that choose to sign up for an ESC VIP service after receiving an ESF Diagnostic visit. See notes below for further clarification.

Data Sources

- ESF Diagnostic Visit Historical and Current Year Roster
- ESF-Focused Support Grant and SI Grant Rosters
- VIP Current Year Roster

Calculation

$$\frac{\text{\# of VIP Sign-Ups of VIP Sign-Up Eligible Campuses}}{\text{\# of VIP Sign-Up Eligible Campuses}}$$

Calculation Process

- Step 1:** Count total # of VIP Sign-Ups of VIP Sign-Up Eligible Campuses
Step 2: Count total # of VIP Sign-Up Eligible Campuses
Step 3: Divide step 2 result by step 1 result. Round to the nearest whole number.

Notes

- **VIP Sign-Up Eligible** campuses include:
 - Campuses that have received or will receive an ESF Diagnostic Visit in 2021-2022.
 - Are not ESF-Focused Support Grant participants.
- VIP sign-up must occur **AFTER** the ESF Diagnostic Visit, and the VIP cohort should begin before March 2022.

Example Formative 3.1 Data and Calculation

Campus Name	ESF Diagnostic Visit Final Submission Date	ESF Focused Support Grant?	3.1 Sign-Up Eligible Campus?	VIP Sign-Up Date	3.1 Sign-Up Campus?
Alpha	January 2021	Yes	No		No
Beta	March 2021		Yes	December 2021	Yes
Gamma	March 2021		Yes	March 2021	No
Delta	November 2019		No		No
Epsilon	April 2020	Yes	No		No
Zeta	August 2021		Yes	September 2021	Yes

Example Formative 3.1 Metric Calculation	
Process	2 out of 3 Eligible Campuses Signed Up for ESC VIP Services (Beta, Gamma, Zeta Eligible; Beta, Zeta Signed Up)
Outcome	67%



Goal Action 3: Capacity Building Support

Formative Metric 3.2: VIP Participation

Overview

This metric measures the number of campuses within the region that sign up for an ESC VIP service.

Data Sources

- ESC VIP Current Year Roster

Calculation

$$\frac{\text{\#of Campuses who sign-up for an ESC VIP service}}{\text{\# of Campuses in the ESC Service Region}}$$

Calculation Process

- Step 1:** Count total # of campuses that sign up for an ESC VIP service.
- Step 2:** Count # of campuses in the ESC service region
- Step 3:** Divide step 2 result by step 1 result. Round to the nearest whole number.

Notes

This metric includes **all** ESC VIP signups (that don't drop out of their participation) between March 2021-February 2022.



Goal Action 3: Capacity Building Support

Formative Metric 3.3: TIL Educator Mastery

Overview

This metric measures educators receiving direct coaching from an ESC TIL coach that have shown mastery of an action step each month of program participation. This metric is calculated each month individually from September 2021 to April 2022.

Data Sources

- TIL Action Step Mastery Submissions including the following monthly district values:
 - District Name
 - Campus Name
 - Month
 - # of Educators Receiving Coaching
 - # of Educators Receiving Coaching that Achieve Mastery

Calculation (Monthly)

$$\frac{\text{\# of educators receiving coaching from the ESC that have achieved mastery of an action step during the month}}{\text{\# of educators receiving coaching from the ESC during the month}}$$

Calculation Process (Monthly)

- **Step 1:** Count the # of educators that have received coaching during ESC TIL program participation
- **Step 2:** Count the # of educators receiving coaching from the ESC that have achieved mastery of an action step during the month.
- **Step 3:** Divide step 2 result by step 1 result. Round to the nearest whole number.

Notes:

- Number of Educators Receiving Coaching
 - Given that TIL programs vary in lengths, the number of educators being coached by the ESC through TIL fluctuates as new cohorts begin, and others come to completion.
 - The “number of educators receiving coaching” should capture the number of educators that are currently participating in a TIL cohort that the ESC has agreed to coach throughout the length of the TIL cohort. This should include principal supervisors and principals.
 - Do not include educators that the ESC coaches to model coaching for either a principal supervisor or principal. For example, if the ESC is coaching at the principal supervisor level with

Alpha ISD but conducts a coaching session with a principal in Alpha ISD to model coaching for a principal supervisor, the ESC would NOT count the coaching of the principal in this metric.

- If the ESC is unable to conduct a coaching session in any given month with an educator that it is coaching in a TIL cohort, that educator would still count under “number of educators receiving coaching”. For example, if a principal supervisor cancels or reschedules a coaching session in October, and the ESC is unable to conduct a coaching session with that principal supervisor in that month, that principal supervisor would still count in the “number of educators receiving coaching”.

- **Action Step Mastery**

- An action step should be considered “mastered” once the action step has been completed and the educator is ready to move on to a new action step. This corresponds to “full implementation” on the action steps tracker that ESCs use to track their coaching of principal supervisors and principals. “Mastery” does not mean that the educator has achieved perfection, but that the action step has been fully implemented and is no longer the focus of coaching and follow up between the TIL Coach and the educator.
- For any given month, an action step should be counted as “mastered” if:
 - It was assigned during a coaching session during the month in question
 - It was “mastered” by the time the ESC submits its data on the 15th of the following month
 - For example, for the month of October, an ESC would consider an action step as “mastered” that was assigned in a coaching session on October 20th and confirmed as fully implemented on November 7th.

Example Formative 3.3 Submission and Calculations

Example ESC consists of two LEA’s: Alpha and Beta ISD.

District Name	Month	# of Educators	# Achieving Mastery
Alpha ISD	June	10	9
Alpha ISD	July	15	9
Beta ISD	June	5	3
Beta ISD	July	5	4

Example Formative 3.3 Calculations	
June # of Educators	15 (10+5)
June # Achieving Mastery	12 (9+3)
June Metric Outcome	80% (12/15)
July # of Educators	20 (15+5)
July # Achieving Mastery	13 (9+4)
July Metric Outcome	67% (13/20)

Chapter 4 – ESC Metric Submission Calendar

Month	Activity	Date
September	TEA Finalizes ESC Metric Denominator Rosters	September 1st
October	Deadline for ESC revisions to campus denominator assignments	October 1st
	Monthly ESC Submission – should include March-September Activity	October 15th
November	Monthly ESC Submission - should include October Activity	November 15th
December	Monthly ESC Submission - should include November Activity	December 15th
February	Monthly ESC Submission - should include December & January Activity	February 15th
March	Monthly ESC Submission - should include February Activity	March 15th
April	Monthly ESC Submission - should include March Activity <i>*VIP Sign-Ups no longer submitted/accepted</i>	April 15th
May	Monthly ESC Submission - should include April Activity <i>*VIP Sign-Ups no longer submitted/accepted</i>	May 15th
June	Final ESC Submission - should include May Activity <i>*VIP Sign-Ups no longer submitted/accepted</i>	June 15th

Metric Submission Information

Monthly ESC submissions will consist of TIL Action Step Mastery Updates, ESF Diagnostic Opt-In Updates, and VIP Sign-Ups. Data should be email to Joel Leagans at joel.leagans@tea.texas.gov.

NOTE: The last month for VIP Sign-Up submissions is March 15, 2022. This submission will include all February 2022 sign-ups.

Communication and Contact Information

Direct communication is available through the Texas ESC Slack workspace at <https://texasesc.slack.com/>. Each ESC has a dedicated channel in Slack for team communication and direct communication with TEA.

ESC Metric dashboards, as well as the most current version of this calculation guide, may be found at <https://siperformancegoals.esc13.net/>.

Contact Joel Leagans at joel.leagans@tea.texas.gov for assistance setting up your Slack workspace, website password requests, or any other SI Metric support.

Metric Guide Version History

Version 1.1

- Addition of Continuous Improvement and Strategic Adjustment Page – pg. 4
 - Page added to provide further understanding of the ESC SI Metrics system and the rationale behind its creation and support.